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ABSTRACT

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of "open space" elementary schools in the Edmonton Public School System consider desirable in order to improve classroom instruction. A 77-item questionnaire was sent to the principals as well as to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations. As a result, the author makes several recommendations for improved supervision, which principals and teachers in all schools might consider. For example, he feels that staff members should focus on cooperation, involvement, collaboration, and communication in their daily interaction; that principals should give teachers more responsibility and authority for making decisions which directly affect teaching and learning; the threat of classroom visitations as a supervisory technique should be removed; demonstration teaching should be considered as a useful technique; and that principals should help teachers achieve a sense of worth and dignity in their work. (Author/Editors)

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OREGON SCHOOL STUDY COUNCIL

BULLETIN

SUPERVISORY SERVICES CONSIDERED DESIRABLE BY TEACHERS AND PRINCIPALS IN "OPEN SPACE" ELEMENTARY SCHOOLS

by

Harry Kleparchuk

Vol. 14, No. 2 October, 1970

OREGON SCHOOL STUDY COUNCIL
College of Education
University of Oregon, Eugene, Oregon

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SUPERVISORY SERVICES CONSIDERED DESIRABLE BY TEACHERS AND PRINCIPALS IN "OPEN SPACE" ELEMENTARY SCHOOLS

by

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Individual Copy Price - $2.00

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Dr. Harry Kleparchuk, principal of an "open space" elementary school in Edmonton, Alberta, makes several recommendations for improved supervision which principals and teachers in all schools might consider:

--Staff members in "open space" schools must focus on cooperation, involvement, collaboration and communication in their daily interaction.

--Principals should give teachers more responsibility and authority for making decisions which directly affect teaching and learning.

--The threat of classroom visitations as a supervisory technique must be removed.

--Demonstration teaching should be considered as a useful technique.

--Principals should help teachers achieve a sense of worth and dignity in their work.

The Editors

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NATURE AND PURPOSE OF THE STUDY

> School administration in a sense represents a stewardship entrusted by the people. And somewhere within this framework, instructional supervision stems off the main trunk as a special function.[1]

It is not uncommon to have educators question the need for supervision. This superordinate-subordinate relationship will exist as long as the line-staff concept of management and employee remains.

> It is unrealistic to believe we can do without some modicum of supervision. For everybody is supervised by somebody: the superintendent by the board of education, the board of education by citizens and the press, ... There is no way to avoid supervision. The real question is not whether we shall have supervision but what kind of supervision will be most productive.[2]

Supervision along with all other major aspects of the educational system has as its ultimate goal the improvement of learning for all those who take part in educational programs. Supervision focuses upon the improvement of teaching and learning. Today, supervision is generally seen as leadership which encourages a continuous involvement of school personnel in an effective, cooperative program. This emphasis is apparent in the writings of a number of authors. The change in emphasis from central supervisor to principal supervisor is no longer novel. The principal's status as supervisor is now widely recognized and accepted.

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[1]Harold Spears, Improving the Supervision of Instruction, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1953.

[2]M.S. Norton, "Are Classroom Visits Worthwhile?" Clearing House, Vol. 35, No. 1, September 1960.

In recent years there has been considerable discussion among educators concerning the desirability of change and innovations in education. Non-graded schools, programmed materials, flexible scheduling, large and small group instruction, team teaching, and independent study are some of the concepts gaining recognition. School systems have been experimenting with these new ideas with a view to improving the instructional program. The "open space school" provides a good setting. It consists of a school plant with a large open area having a materials center and lends itself well to the implementation of these innovations. The Edmonton, Canada, Public School Board built 17 "open space" units in the past three years on an experimental basis and felt a need to identify some of the supervisory problems in these schools.

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of the "open space elementary schools" in the Edmonton Public School System consider desirable in order to improve classroom instruction.

A questionnaire consisting of 77 items was sent to the principals and to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations.

The first analysis determined was the relative importance of services that the principal should perform. The items were ranked from "most desired" to "least desired." A frequency distribution was made for each item and a mean calculated by assigning a number scale to the responses. Criteria for desirability were determined from the value of the mean. Statistical tests were applied to much of the data in an attempt to determine agreement between the two groups and among subgroups for each item.

After the data from the questionnaires had been tabulated and analyzed, a sample of teachers and principals was interviewed to supplement the information received in the questionnaires. Interview responses were not statistically tested but were discussed from prepared frequency tables.

Tables I and II, respectively, show in rank order the reactions of teachers and principals to the possible supervisory services which they perceived as valuable in the "open space elementary schools" and so indicated in the questionnaire responses.

TABLE I

RANK-ORDER OF MEANS OF SUPERVISORY SERVICES DIRECTED TOWARD THE IMPROVEMENT OF INSTRUCTION AS INDICATED BY

- TEACHERS -

Item		Teachers N = 104 Rank	Mean
(17)	Help create a school climate which is conducive to open discussion and learning for the staff...	1	1.308
(18)	Help teachers achieve a sense of worth and dignity in their work.....	2.5	1.510
(77)	Provide adequate clerical assistance for teachers.....	2.5	1.510
(2)	Include all staff members in the development of the school's curricular objectives.....	4.5	1.538
(10)	Provide adequate time within the school day for teachers and teaching teams to participate in curriculum planning.....	4.5	1.538
(16)	Provide opportunities for teachers to participate regularly and actively in program planning and policy making.....	6	1.558
(67)	Encourage a standard of discipline that permits pupils to achieve a sense of worth and dignity..	7	1.596
(29)	Encourage experimentation with new teaching aids and new curriculum materials.....	8	1.606

TABLE I (continued)

Item	Teachers N = 104 Rank	Mean
(4) Assist in providing a climate and an organization whereby teaching teams may participate in revising curriculum	9	1.615
(12) Make provisions and encourage teams of teachers to develop special programs for pupils with specific learning difficulties	10	1.654
(19) Seek staff consensus on issues	11	1.702
(21) Help teaching personnel build confidence in themselves	12.5	1.731
(59) Encourage teachers to develop in students competence in self-instruction and independent learning	12.5	1.731
(27) Assist teachers in carrying out experiments with new instructional approaches and techniques	14.5	1.750
(69) Assist the staff in the scheduling of classes and the use of the instructional materials center	14.5	1.750
(22) Let the staff know what is expected of them	16	1.786
(76) Provide time during the regular school day for planning, for regrouping of children, and for the rearranging of schedules	17	1.798
(3) Participate in organizing curricular programs for the talented, the culturally deprived, the potential drop-out, the handicapped in the school	19	1.808
(45) Get released time for teachers to attend and participate in professional meetings	19	1.808
(71) Vary pupil enrollment on the basis of special needs	19	1.808

TABLE I (continued)

Item	Teachers N = 104 Rank	Mean
(47) Arrange for consultants or supervisors to demonstrate specific teaching procedures.....	21	1.817
(20) Assist the staff in acquiring skills and understanding for managing conflict.....	22.5	1.827
(26) Encourage teachers to take leadership roles in the improvement of instructional techniques.....	22.5	1.827
(46) Arrange for teacher intervisitation.....	24	1.865
(64) Assist in providing a climate and an organization whereby teaching teams may evaluate teaching techniques.....	25	1.875
(13) Procure programmed and self-instructional materials for pupil use during independent study.....	13	1.894
(30) Assist teachers in utilization of space such as finding reasonably quiet places for independent study for individual students.....	27	1.913
(41) Arrange for consultants or supervisors to assist teachers with instructional problems.....	28	1.923
(9) Engage in activities designed to explain the school's curriculum and instructional organization to the community.....	29.5	1.942
(28) Assist individual teachers in adapting the curriculum to meet pupil variability.....	29.5	1.942
(75) Allow teaching teams to determine the duties and responsibilities of the teacher aide assigned to the team.....	31	1.952
(14) Provide provincial and local curriculum bulletins and resource materials for teacher use.....	32.5	1.990

TABLE I (continued)

Item	Teachers N = 104 Rank	Mean
(39) Assist teachers in making the best possible appraisal of the student.....	32.5	1.990
(43) Encourage teachers to search for and share the latest relevant literature in curriculum.....	34.5	2.019
(72) Assist teachers or teams of teachers in organizing for large and small group instruction.....	34.5	2.019
(44) Carry out an orientation program for new and beginning teachers to the school.....	36	2.029
(11) Help conduct research within the school for the purpose of curriculum revision.....	38	2.038
(24) Criticize poor work constructively.....	38	2.038
(42) Acquaint teachers with the latest relevant literature in curriculum.....	38	2.038
(7) Serve as a working member of the curriculum committee.....	40	2.058
(52) Orient teachers with new instructional programs.	41	2.077
(53) Encourage teachers to strive for self-improvement through further study.....	42	2.096
(56) Help teachers develop evaluative techniques.....	43	2.144
(58) Demonstrate specific teaching procedure upon request of the teacher.....	44	2.163
(61) Assist teachers in setting up interest centers..	45	2.173
(38) Help teachers in understanding children better..	47.5	2.183
(50) Devote staff meetings to discuss problems and issues in curriculum and instruction.....	47.5	2.183

TABLE I (continued)

Item	Teachers N = 104 Rank	Mean
(60) Help teachers instruct students in methods of inquiry	47.5	2.183
(73) Assist teachers organize for individualized instruction	47.5	2.183
(63) Schedule formal visits to utilize the data from observations as the basis for cooperative improvement of the school program	50	2.193
(48) Help teachers understand the community in which they work	51	2.240
(68) Encourage research activities focused on classroom instructional problems	52	2.260
(36) Assist in providing a climate and an organization whereby teaching teams may assist individual teachers in making daily or long-range lesson plans	53	2.262
(55) Help teachers develop better methods of teaching	54	2.262
(40) Assist teachers in utilizing audio-visual equipment and other teaching aids	55	2.327
(57) Hold regular or frequent meetings with teachers on instructional problems	56	2.365
(51) Devote staff meetings to discuss problems and issues in curriculum and instruction	57	2.394
(31) Permit teachers to select team members for team teaching	58	2.481
(66) Provide a program of diagnosis to discover the educational strengths and weaknesses of each pupil	59	2.510
(15) Visit classrooms for the purpose of evaluating curriculum implementation	60.5	2.548

TABLE I (continued)

Item	Teachers N = 104 Rank	Mean
(65) Assist teachers identify skill sequences in subject areas.....	60.5	2.548
(35) Assist individual teachers and teams of teachers in making long-range unit or subject area plans..	62	2.615
(54) Demonstrate teaching techniques for teachers.....	63	2.663
(5) Arrange for lay participation in developing programs.....	64	2.673
(23) Be the spokesman for the staff.....	65	2.731
(32) Assist teachers or teams of teachers in organizing and managing their classes.....	66	2.769
(74) Determine the duties and responsibilities of teacher aides.....	67	2.875
(6) Chair school curriculum committee meetings.....	68	2.894
(33) Help new and less experienced teachers plan daily lessons.....	69	3.202
(1) Develop the school's curricular objectives.....	70	3.269
(62) Schedule formal visits to evaluate teaching techniques.....	71	3.356
(70) Distribute pupil enrollment equally among all teachers.....	72	3.394
(25) Do personal favors for staff members.....	73	3.577
(34) Help teams of teachers plan daily lessons.....	74.5	3.673
(37) Allow senior staff members to be more influential in school matters.....	74.5	3.673
(49) Devote staff meetings to routine or managerial problems.....	76	3.712
(8) Require that teachers and teaching teams participate in curriculum planning after school hours.....	77	3.837

TABLE II

RANK-ORDER OF MEANS OF SUPERVISORY SERVICES DIRECTED TOWARD THE IMPROVEMENT OF INSTRUCTION AS INDICATED BY

- PRINCIPALS -

Item	Principals N = 17 Rank	Mean
(17) Help create a school climate which is conducive to open discussion and learning for the staff...	1	1.176
(4) Assist in providing a climate and an organization whereby teaching teams may participate in revising curriculum.....	2.5	1.235
(29) Encourage experimentation with new teaching aids and new curriculum materials.....	2.5	1.235
(18) Help teachers achieve a sense of worth and dignity in their work.....	4.5	1.353
(67) Encourage a standard of discipline that permits pupils to achieve a sense of worth and dignity..	4.5	1.353
(16) Provide opportunities for teachers to participate regularly and actively in program planning and policy making.....	6	1.412
(69) Assist the staff in the scheduling of classes and the use of the instructional materials center.....	7	1.471
(21) Help teaching personnel build confidence in themselves.....	10	1.529
(22) Let the staff know what is expected of them.....	10	1.529
(77) Provide adequate clerical assistance for teachers.....	10	1.529
(26) Encourage teachers to take leadership roles in the improvement of instructional techniques.....	10	1.529

TABLE II (continued)

Item	Principals N = 17 Rank	Mean
(27) Assist teachers in carrying out experiments with new instructional approaches and techniques	10	1.529
(9) Engage in activities designed to explain the school's curriculum and instructional organization to the community.....	15	1.588
(59) Encourage teachers to develop in students competence in self-instruction and independent learning.....	15	1.588
(64) Assist in providing a climate and an organization whereby teaching teams may evaluate teaching techniques.....	15	1.588
(12) Make provisions and encourage teams of teachers to develop special programs for pupils with specific learning difficulties.....	15	1.588
(30) Assist teachers in utilization of space such as finding reasonably quiet places for independent study for individual students.....	15	1.588
(19) Seek staff consensus on issues.....	19	1.647
(28) Assist individual teachers in adapting the curriculum to meet pupil variability.....	19	1.647
(46) Arrange for teacher intervisitation.....	19	1.647
(3) Participate in organizing curricular programs for the talented, the culturally deprived, the potential drop-out, the handicapped in the school.....	22.5	1.706
(13) Procure programmed and self-instructional materials for pupil use during independent study..	22.5	1.706
(60) Help teachers instruct students in methods of inquiry.....	22.5	1.706

TABLE II (continued)

Item	Principals N = 17 Rank	Mean
(45) Get released time for teachers to attend and participate in professional meetings.....	22.5	1.706
(2) Include all staff members in the development of the school's curricular objectives.....	28.5	1.765
(10) Provide adequate time within the school day for teachers and teaching teams to participate in curriculum planning.....	28.5	1.765
(14) Provide provincial and local curriculum bulletins and resource materials for teacher use.....	28.5	1.765
(36) Assist in providing a climate and an organization whereby teaching teams may assist individual teachers in making daily or long-range lesson plans.....	28.5	1.765
(39) Assist teachers in making the best possible appraisal of the student.....	28.5	1.765
(43) Encourage teachers to search for and share the latest relevant literature in curriculum.....	28.5	1.765
(51) Devote staff meetings to further the professional development of teachers.....	28.5	1.765
(68) Encourage research activities focused on classroom instructional problems.....	28.5	1.765
(20) Assist the staff in acquiring skills and understanding for managing conflict.....	34	1.824
(71) Vary pupil enrollment on the basis of special needs.....	34	1.824
(75) Allow teaching teams to determine the duties and responsibilities of the teacher aide assigned to the team.....	34	1.824

TABLE II (continued)

Item	Principals N = 17 Rank	Mean
(7) Serve as a working member of the curriculum committee.....	37	1.882
(50) Devote staff meetings to discuss problems and issues in curriculum and instruction.....	37	1.882
(72) Assist teachers or teams of teachers in organizing for large and small group instruction.....	37	1.882
(11) Help conduct research within the school for the purpose of curriculum revision.....	42.5	1.941
(24) Criticize poor work constructively.....	42.5	1.941
(38) Help teachers in understanding children better..	42.5	1.941
(41) Arrange for consultants or supervisors to assist teachers with instructional problems.....	42.5	1.941
(47) Arrange for consultants or supervisors to demonstrate specific teaching procedures.....	42.5	1.941
(55) Help teachers develop better methods of teaching	42.5	1.941
(56) Help teachers develop evaluative techniques.....	42.5	1.941
(76) Provide time during the regular school day for planning, for regrouping of children, and for the rearranging of schedules.....	42.5	1.941
(44) Carry out an orientation program for new and beginning teachers to the school.....	47.5	2.000
(48) Help teachers understand the community in which they work.....	47.5	2.000
(53) Encourage teachers to strive for self-improvement through further study.....	49.5	2.059
(57) Hold regular or frequent meetings with teachers on instructional problems.....	49.5	2.059

TABLE II (continued)

Item	Principals N = 17 Rank	Mean
(15) Visit classrooms for the purpose of evaluating curriculum implementation.....	52.5	2.118
(35) Assist individual teachers and teams of teachers in making long-range unit or subject area plans.	52.5	2.118
(52) Orient teachers with new instructional programs.	52.5	2.118
(73) Assist teachers organize for individualized instruction.....	52.5	2.118
(42) Acquaint teachers with the latest relevant literature in curriculum.....	55.5	2.176
(65) Assist teachers identify skill sequences in subject areas.....	55.5	2.176
(40) Assist teachers in utilizing audio-visual equipment and other teaching aids.....	57.5	2.235
(61) Assist teachers in setting up interest centers..	57.5	2.235
(32) Assist teachers or teams of teachers in organizing and managing their classes.....	59	2.294
(23) Be the spokesman for the staff.....	60.5	2.412
(66) Provide a program of diagnosis to discover the educational strengths and weaknesses of each pupil.....	60.5	2.412
(5) Arrange for lay participation in developing programs.....	62.5	2.588
(58) Demonstrate specific teaching procedure upon request of the teacher.....	62.5	2.588
(33) Help new and less experienced teachers plan daily lessons.....	64.5	2.647

TABLE II (continued)

Item	Principals N = 17 Rank	Mean
(74) Determine the duties and responsibilities of teacher aides	64.5	2.647
(31) Permit teachers to select team members for team teaching	66.5	2.765
(54) Demonstrate teaching techniques for teachers	66.5	2.765
(63) Schedule formal visits to utilize the data from observations as the basis for cooperative improvement of the school program	68	2.824
(1) Develop the school's curricular objectives	70	3.118
(6) Chair school curriculum committee meetings	70	3.118
(25) Do personal favors for staff members	70	3.118
(34) Help teams of teachers plan daily lessons	70	3.118
(37) Allow senior staff members to be more influential in school matters	72.5	3.353
(62) Schedule formal visits to evaluate teaching techniques	74	3.412
(8) Require that teachers and teaching teams participate in curriculum planning after school hours	75.5	3.765
(70) Distribute pupil enrollment equally among all teachers	75.5	3.765
(49) Devote staff meetings to routine or managerial problems	77	3.882

INTERVIEWS

The subjects in the teacher group were asked what their reaction was to the low rank a number of the items on the questionnaire received. Almost all the respondents indicated that teachers prefer the least help from the principal in making decisions not only about their daily teaching, but their long-range plans as well. They were asked why the teachers responded in this way. Table III lists the responses to the question.

A number of teachers indicated that they would rather get help from their peers than from the principal. Other teachers felt that the principal did not know the children well enough to be of assistance in their daily teaching.

Principals and teachers responded to the "open-ended" question, "The teachers were not too interested in watching the principal demonstrate teaching techniques nor did they want the principal to observe their teaching. Why?"

TABLE III

WHY TEACHERS ARE NOT INTERESTED IN HAVING PRINCIPALS HELP IN MAKING DECISIONS ABOUT THEIR TEACHING

Item	Frequency N = 32
Teachers are professional people and will ask for help from the principal when they need it.....	21
The principal is a threat to beginning teachers or to teachers who are experimenting with new ideas.....	7
Depends upon the administrator; he could be a threat.....	4

Twenty-seven of the 30 teachers interviewed felt that they would learn very little by watching the principal teach. Three teachers thought that it might be worthwhile to watch a principal who was a good teacher.

All 30 teachers remarked that in the "open space school," teachers were constantly being observed and that there was no need for formal observation by the principal. Twenty-nine teachers considered formal observation for the purpose of evaluation a threat. Seven out of eight principals mentioned that observing teachers was relatively easy in the open space. They concluded that formal observation of teachers was unnecessary as teachers were observed casually numerous times a week.

Both principals and teachers felt that in an "open space school" good staff relations are extremely important. Teaching in teams and working in one large area could cause a few problems in staff relations. They were asked to respond to the question, "Have staff relationships, as such, presented a particular problem in your teaching situation?" Twenty-two respondents claimed that staff relationships had not presented a problem in their teaching situation. Eighteen subjects stated that staff relations had presented a problem. Factors which may have been the cause of the problem as suggested by the respondents are listed in Table IV.

TABLE IV

FACTORS WHICH MAY HAVE HINDERED GOOD STAFF RELATIONS

Suggested Factor	Frequency N = 18
Personality conflict.....	5
Lack of experience.....	4
Conflict in teaching.....	4
Inability to communicate adequately.....	3
Conflict of philosophies.....	2

Principals and teachers responded to the question, "Do you notice any difference in staff relations in an 'open space school' as compared to staff relations in a conventional school?" Twenty-nine subjects had teaching experience in both types of schools and were qualified to answer the question. Eight people claimed that there were no important differences. The other 21 respondents claimed that when staff relations were poor in an open space school, it was a worse situation than in a conventional school. If the relationships were good, they were better than in a conventional school. Whether the situation was good or bad it was magnified in an "open space school."

Very few suggestions were offered when respondents were asked, "Do you have any suggestions for improving supervision in the 'open space school?'" Several teachers suggested an informal workshop prior to opening of school in September.

FINDINGS

In general, there was a great similarity in the ranking of supervisory items by teachers and principals as revealed by a Spearman rank-difference coefficient of .883. This similarity was particularly evident among the top-ranked and bottom-ranked items.

Among the top-ranked items, or the supervisory services teachers desire in order to help them improve the quality of classroom instruction, it was found that helping maintain good staff relations was recognized as extremely important in the "open space school." Both groups felt that the principal should help create a school climate which is conducive to open discussion and learning for the staff and to seek staff consensus on issues. Opportunities should be provided for all teachers to participate regularly and actively in program planning and policy making. They favored encouraging and assisting the teachers to carry out experimentation with new instructional approaches and new curriculum materials and teaching aids. Helping teaching personnel build confidence in themselves and helping teachers achieve a sense of worth and dignity in their work were named as highly desirable services.

Providing time during the regular school day for planning and providing for adequate clerical assistance ranked high in the list of supervisory services that teachers desired.

Teachers felt that principals should assist the staff in the scheduling of classes and in the use of the instructional materials center. Teachers also wanted principals to encourage a standard of discipline that permits pupils to achieve a sense of worth and dignity. They wanted encouragement and assistance in developing student competence in self-instruction and independent learning.

The bottom-ranked items revealed that teachers prefer the least help from the principals in making decisions about their teaching. Supervisory functions such as developing the school's curricular objectives, chairing school curriculum committee meetings, arranging for lay participation in developing programs, helping new and less experienced teachers plan daily lessons, helping teams of teachers plan daily lessons, assisting individual teachers and teams of teachers in making long-range unit or subject area plans, assisting teachers or teams of teachers in organizing and managing their classes were services that teachers considered less desirable.

Neither the teachers nor the principals considered formal classroom visits a very desirable aspect of supervision. There was a lack of emphasis placed on demonstration teaching, and staff meetings which were devoted to routine or managerial problems received an unfavorable response.

Teachers did not expect principals to do personal favors for staff members nor were they in favor of allowing senior staff members to be more influential in school matters. The item suggesting that the principal should determine the duties and responsibilities of teacher aides received an unfavorable response from the teachers.

Teachers indicated in their interviews that they were professional people and that they would like the least help in making decisions about their daily teaching. They indicated that classroom visitation for formal observation was a threat. They also indicated that good staff relations are extremely important in an "open space school."

In looking back at the study, one should note several observations of a general nature. These are as follows:

1. According to the responses in the interviews, teachers consider themselves to be professional people and desire autonomy in the classroom.

2. The principal is conceived as one who works with a group of professionals in deciding upon objectives and means, in facilitating their activities, and in planning for further improvements.
3. Any items that hinted at evaluation of a teacher by the principal were vigorously opposed.
4. In their responses, principals tended to react more forcefully than teachers. They showed a greater percentage of strongly agree responses to items they favored and strongly disagree replies to items they disapproved. This seemed to suggest that teachers were either more reserved in their judgments or more uncertain about their convictions.
5. Many of the interview subjects qualified their answers with the statement, "It depends upon the type of principal in the school." They were not in favor of autocratic leadership.

RECOMMENDATIONS

On the basis of the findings, the following recommendations are made. These are offered with the awareness that local conditions in each school will to some extent modify the degree to which these recommendations will be found useful.

1. Principals should concern themselves with the importance of a high quality of staff interaction. Cooperation, involvement, collaboration, communication, interaction are ways of working which are the core of teaching in the "open space school."
2. Principals should give teachers more responsibility and authority for making decisions which affect the teaching environment and the end product of instruction. The teachers in the "open space schools" in this study indicated that they were well trained and professional. While administrators may not want what they may call "too much" teacher autonomy, they will have to recognize teacher views on this question and respond in a meaningful way.
3. Principals should proceed with great caution in employing classroom visitations as a supervisory technique. Principals should not attempt classroom visitations without first formulating a definite program which would prepare teachers for such visits and remove the threat to their security.
4. Principals should reassess their program of demonstration teaching. Both teachers and principals indicated a complete lack of emphasis on demonstration teaching.
5. Principals should help teachers achieve a sense of worth and dignity in their work.

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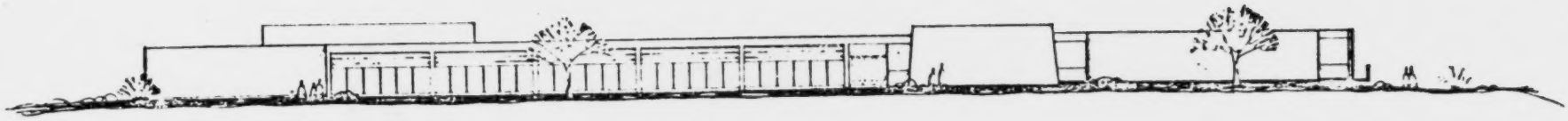
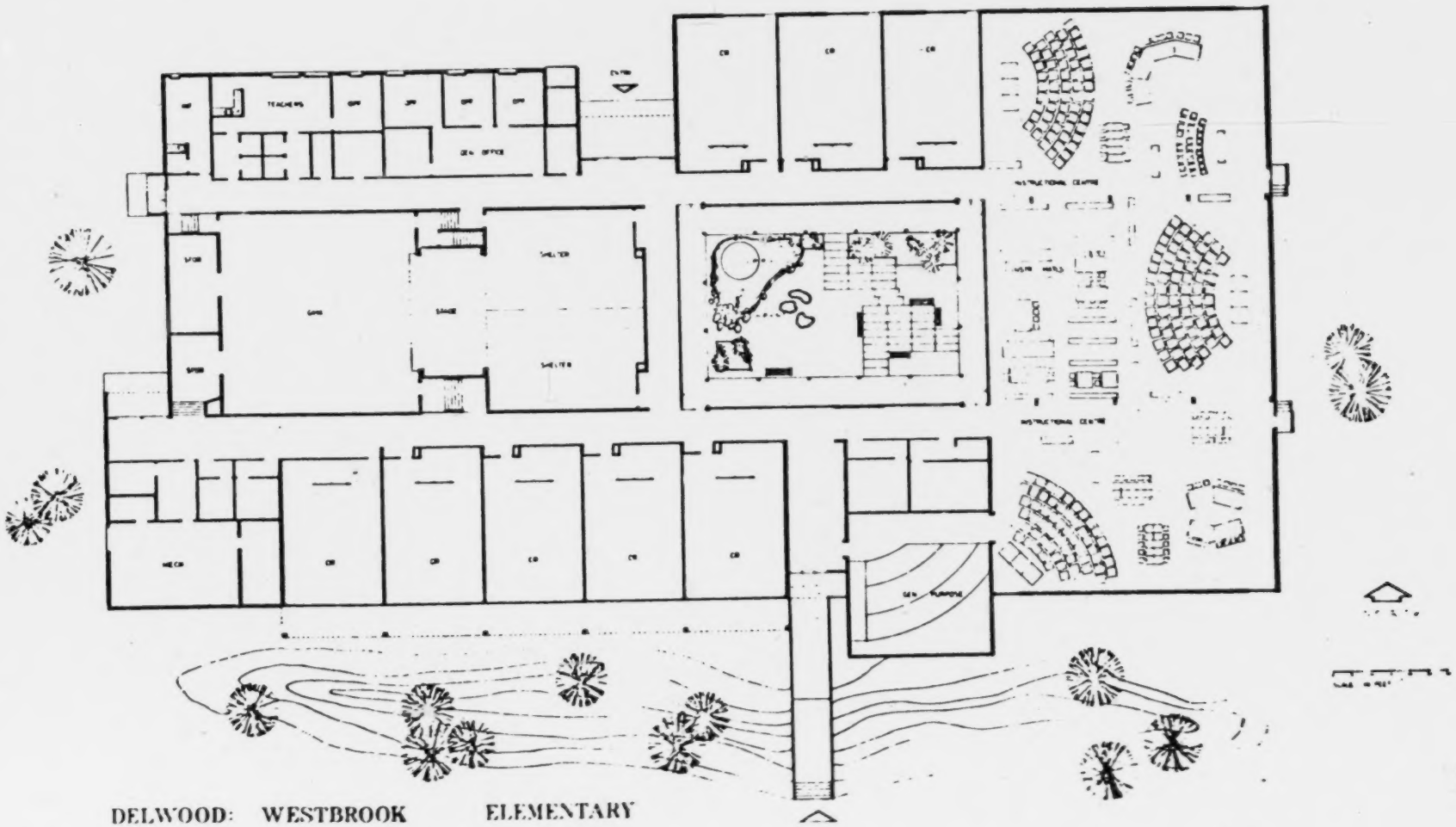
APPENDIX

FLOOR PLANS OF SCHOOLS

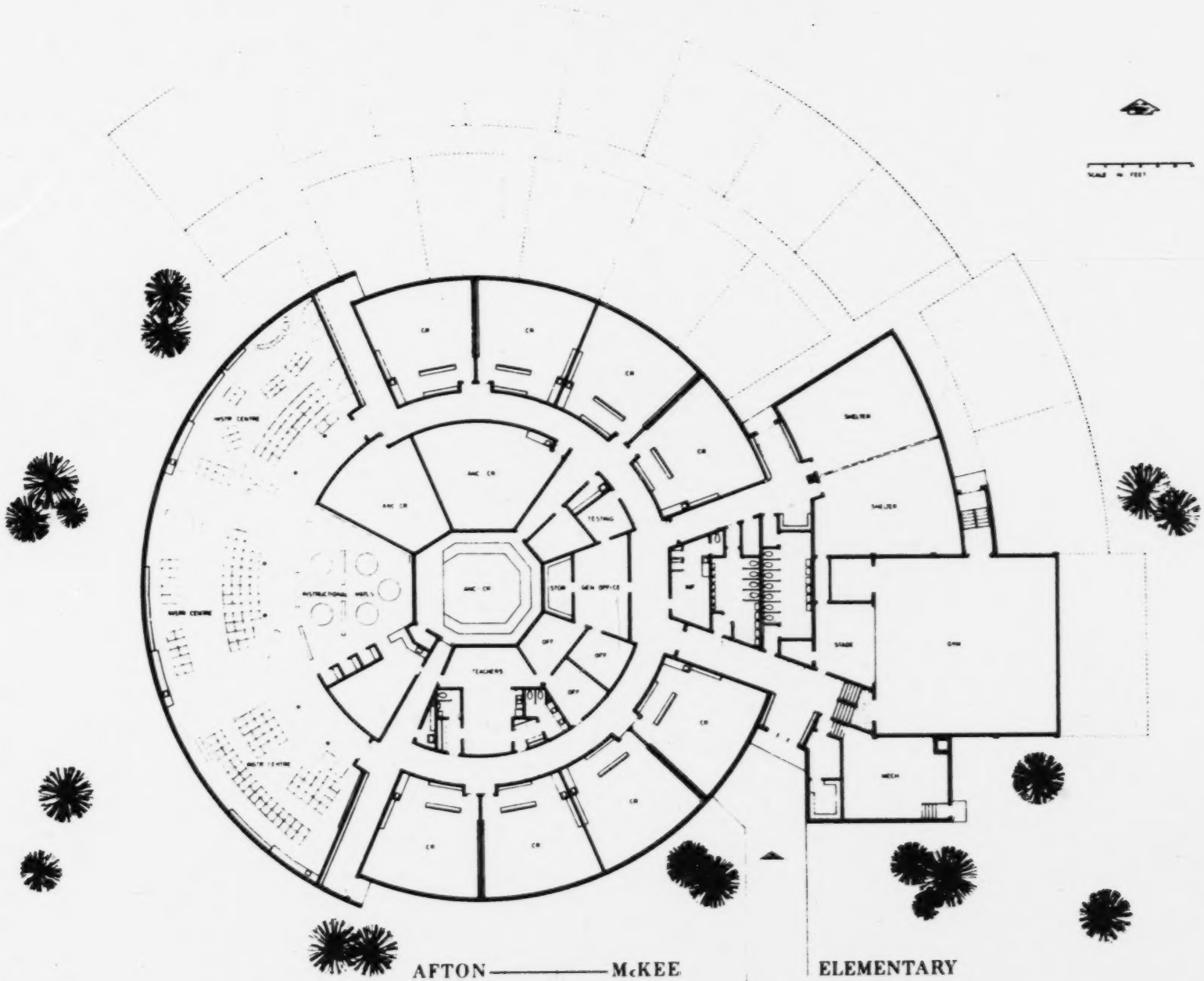


SOUTH ELEVATION



DELWOOD: WESTBROOK ELEMENTARY

EDMONTON PUBLIC SCHOOL BOARD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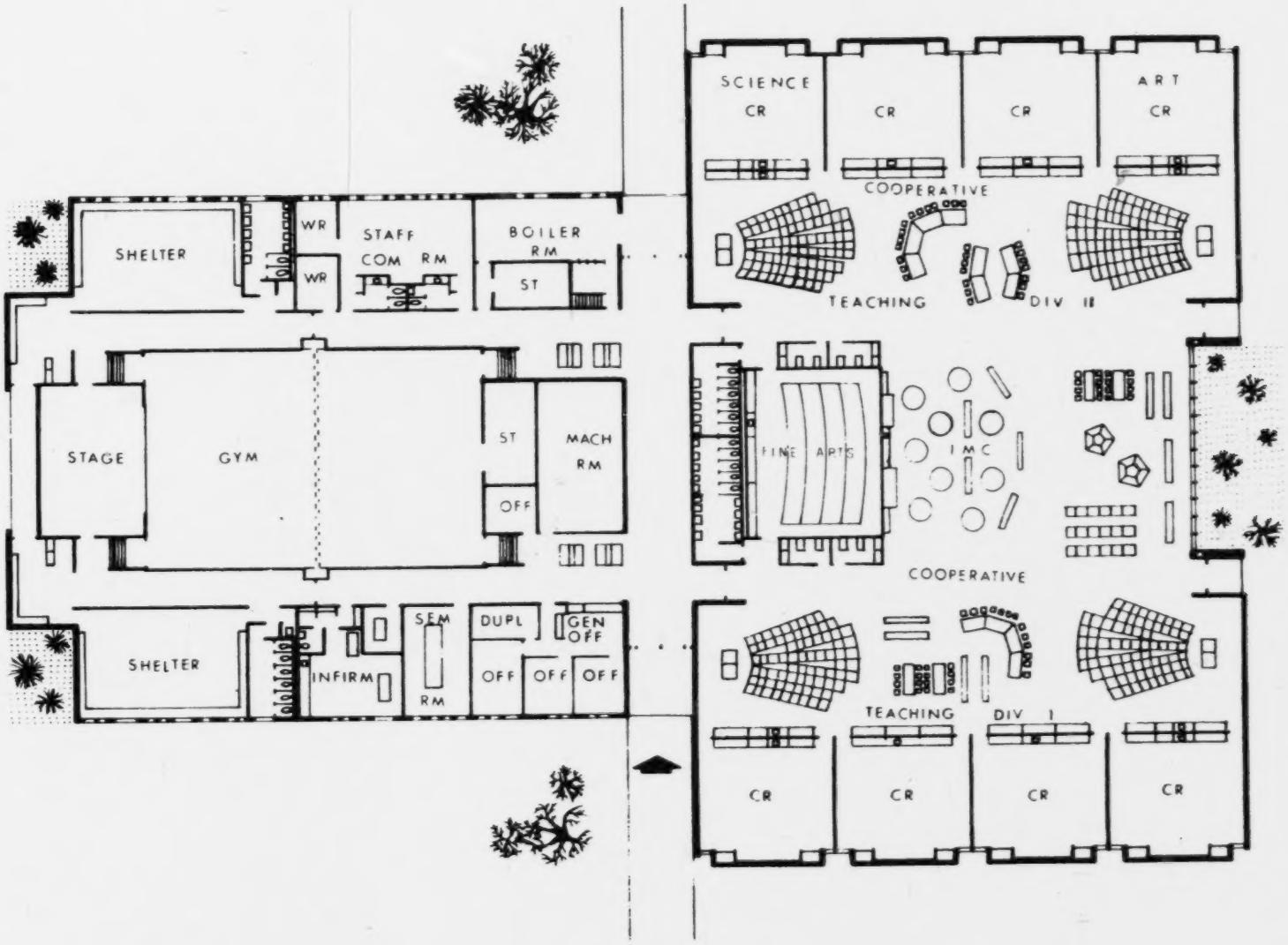
EDMONTON PUBLIC SCHOOL BOARD



RICHARD SECORD ELEMENTARY SCHOOL

EDMONTON PUBLIC SCHOOL BOARD